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ABSTRACT

Information on the model for alternate strategies to prepare teachers of preschool multiply handicapped children is excerpted from the original proposal. The development of the preparation model is noted to depend on successful completion of three processes: needs identification, transformation to a program, and evaluation. The project's second continuation year activities, problems, and findings are outlined for the intensive study, work study, continuing education, and college-agency cooperation models. The bulk of the document consists of appended materials which include an outline of the requirements, schedules, and objectives of two training seminars; a description of the steps involved in the practicum process; a list of agencies involved in the special project; sample interview and evaluation forms; a table on competencies for teachers of preschool handicapped children; an outline of the module cluster titled "How Handicaps Affect Preschool Children"; and a description of the revised module on perception and the preschool handicapped child. (SBH)

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PROGRAM IN SPECIAL EDUCATION

Hunter College
of the
City University of New York

Special Project Report
July 1, 1973 to June 30, 1974
Project Director: Ferne K. Roberts

Funded by the United States Office of Education
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PREFACE

The Special Project, Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children was designed by Dr. Gloria F. Wolinsky. The planning and first continuation years of the project were carried out under her direction. During that period the pattern of college-agency cooperative responsibility for field-based training was established; training materials were developed and twelve full time students were awarded the Master of Science Degree in Special Education.

In the 1973-74 academic year Dr. Wolinsky went on sabbatical leave and Mrs. Ferne F. Roberts became project director for the second continuation year. The report that follows presents the original model of alternate training strategies, a review of the second continuation year's training activities and training units which were developed during that period.

PROGRAM IN SPECIAL EDUCATION

HUNTER COLLEGE

of the

City University of New York

Project Report

Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

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PROGRAM IN SPECIAL EDUCATION
HUNTER COLLEGE
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MODEL

Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Three special considerations influenced the focus of this model for the preparation of personnel for successful intervention with young handicapped children: First, the insights and knowledges about preschool children which have been contributed to the field of Early Childhood by current philosophers and researchers must be digested by Special Education. The handicapped child from birth to age six must cope with the normal developmental growth sequences in addition to his own unique deterrents to this growth process due to physical or mental anomalies. Second, the complexity of a changing urban environment places particular demands on the young child, his family and the agencies which serve them. Competencies of teachers must be defined with specific reference to the climate of the inner city environment. Third, the multiplicity of services and facilities in an urban environment may result in intermittent and fragmented services to handicapped children. Thus, the preschool teacher's role in a continuum of services must be defined.

The following statement of philosophy was formulated during the planning phase of the Special Project in joint meetings of project staff, advisory committee, agency staff and parents of preschool handicapped children.

"Working with a preschool handicapped child is <u>not</u> to be conceived of as working with a miniature adult. Rather, it is working with a human being who within a very short and critical life experience, makes unique and specific demands upon the world that surrounds him or her. In turn, the adult who participates in this world must conceive of these demands as an experience in terms of rates of development, levels of integration, intensity of experiences and varying concepts of time.

The very nature of the preschool handicapped child mandates a commitment to an interdisciplinary process. However, this commitment does not imply a panacea or a place for absolute decision and information. It is to be thought of as a guide to a process of understanding and assisting a child (and his family). It implies sensitivity to the uniqueness that often exists for these children and their parents that mandates the experience of many fields to assist in positive child rearing experiences.

Didactic and field experiences for the prospective teacher must be considered on an individualized basis. Preparation, therefore, for teaching preschool handicapped children should be thought of as part of a continuing professional experience. In addition, personnel working

with those children have to be thought of as having a continuum of skills, even though they are not derived from the same professional pool.

Field placements and experience are a critical part of the preparation process for teaching preschool handicapped children. It implies an understanding, as well as exposure to, the varieties of placement where education will take place. However, "cafeteria" approaches to agency placements are no substitutes for an intensive experience. To maximize these experiences, they must be conceived of as a partnership that involves joint planning and responsibility by the university and the agency involved."

In view of this basic statement the aim of the preparation model is to prepare prospective preschool personnel to serve both as enablers and interpreters.

The Preschool Teacher as Enabler: The teacher must be able to analyze child functioning in terms of developmental-educational levels. To develop short and long term goals for individual children and for groups of children. To implement individualized interventions.

The Preschool Teacher as Interpreter: The teacher must be able to use interdisciplinary skills for problem-solving and decision-making; interpret her enabler role to parents and other professional personnel; define the preschool teacher role in varied settings and assess her own competencies for the fulfillment of varied preschool teaching roles.

The development of the preparation model depends on the successful completion of three processes. Project staff, agency representatives, trainees, parents and advisory committee members must be engaged in the processes:

I. Needs Identification
- -Identification of specific competencies for teachers of preschool handicapped children.
- -Definitions and analyses of these competencies
- -Assessment of limits of certain experiences in terms of institutional characteristics

II. Transformation to Program
- -Identification of experiences which assure development of desired competencies
- -Development of training strategies and materials which are not currently available in the didactic or practicum repertoire
- -Development of performance criteria for instructor and trainee assessment of competency

III. Evaluation
- -Appropriateness of the preparation program in terms of assessed community needs
- -Effectiveness of the preparation program in terms of the role assignments of preschool teachers of handicapped children

Following are the proposed alternate models for the professional preparation of personnel for preschool multiply handicapped children:

I. Intensive Study

This model presumes that the trainee will be a fully matriculated student who will be in residence for 11 months. Intensive and highly integrated didactic and field experiences will permit completion of the Master's Degree in one academic year plus one summer session.

II. Work-Study

This model presumes that the trainee will be employed in an agency which serves preschool handicapped children. Integrated sequences of didactic and field experiences will permit completion of the Master's Degree in two or three academic years plus at least one summer session. Since supervised practicum experiences for the practicing teacher are distinctly different from those of the pre-service teacher, the field experiences in this model will be individually and specifically designed to zero in on specific components of the agency's preschool services. Trainees will participate in such activities as development and evaluation of materials; agency in-service training programs and development of systematic child observation and assessment procedures.

III. Master or Supervisory Teacher

This model is designed for the teacher who is skilled in work with preschool handicapped children who wishes to develop additional competencies for leadership roles. The goal of this model is to offer extreme flexibility to individual trainees to design a sequence of course-work and advanced internship which will equip them to assume administrative, supervisory or specialist positions in educational settings for preschool children. Competencies will be concerned with ability to work cooperatively with various professional personnel and with community leaders and groups; ability to assist and/or participate as co-equal with other teachers to resolve critical teaching and learning problems; ability to plan, direct and evaluate own activities in leadership positions. Completion of the Master's Degree or requirements for a professional certificate may be completed in one academic year plus one summer session or in four semesters of part-time study and two summer sessions.

IV. Continuing Education

The inclusion of the continuing education model is based on suggestions of the participating agencies. While the model could be extended to include enrollment in credit courses, the present intent is that the university provide a service to personnel in participating agencies. Jointly planned workshops for professional and para-professional personnel are proposed.

Implementation of these models will involve the university in the following strategies:

-An on-going series of meetings with agency personnel for joint planning for field experiences and integration of didactic and field experiences for trainees

-Cooperative agreements with several agencies which will constitute a consortium with the university for long-term training activities

-Continuing education seminars for agency personnel

-Seminars for para-professionals who are employed in agencies

-Competency-based training for the preparation of pre-service and inservice teachers of preschool handicapped children

This information regarding the model for Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children is excerpted with minor modifications in wording for the sake of brevity, from the original proposal of Dr. Gloria F. Wolinsky.

PROGRAM IN SPECIAL EDUCATION

HUNTER COLLEGE

of the

City University of New York

Special Project

Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Project Report

Second Continuation Year: 7/1/73 to 6/30/74

Program Implementation

The preface to this report describes the genesis and early direction of the Special Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children. Dr. Gloria F. Wolinsky, the original Project Director, filed a report with the Bureau of Education for the Handicapped for the planning and first continuation years of the Project. The grant to Hunter College for the second continuation year was designed to provide a trial of training materials and of procedures for cooperation with community schools and agencies under another Project Director. What follows, then, is a report of the second continuation year.

I. Intensive Study Model--Training Activities

Twelve qualified full-time trainees completed course-work and field requirements of the Special Project and are eligible to receive the Master of Science Degree in Special Education from Hunter College. They also completed the non-credit requirement for two additional months, January and June, in field placements in accordance with the original Project design.

A. Seminars and Courses

Two three-credit Seminars in Program Planning for Preschool Multiply Handicapped Children were set up as experimental courses for the Project for the Fall and Spring semesters. The focus of the Fall Seminars was "Developmental Needs of the Preschool Handicapped Child" and of the Spring Seminars "Planning and Implementing Learning Experiences for Preschool Handicapped Children."

In addititon to the Seminars, trainees enrolled in elective courses which provided training in areas of special interest or need. Two courses in language development were included in this selection unless trainees had prior training and experience in this area.

Each trainee enrolled for four credit hours of practicum each semester. Field assignments required four full days of participation in a program for preschool children for a year's total of approximately 750 clock hours.

Typical Semester Schedule

Two Seminars in Program Planning for the Preschool Multiply Handicapped Child	6 credits
Practicum for Teachers of Handicapped Children	4 credits
Language Development	3 credits
Elective	2 - 3 credits
	15--16 credits
One additional month in field placement, Fall Semester, January; Spring Semester, June.	no credit

Fall and Spring semester assignments are attached in the first Appendix--Blue.

B. Field Activities

Trainees selected three school or agency programs for preschool handicapped children, in each of which they spent four full days each week in three month blocks. The list of cooperating agencies; the record of student placements in those agencies; a description of field placement procedures and a compilation of forms related to cooperative activities with the agencies are attached in the second Appendix--Yellow.

II. Work-Study Model--Training Materials

Competencies for Teachers of Preschool Multiply Handicapped Children: A Two-Course Integrative Elective was developed to provide, first, a culminating experience for part-time students who have taken course-work in Special Education over a period of several semesters, and, second, a final opportunity for college faculty to assist students to integrate skills which are particularly relevant to work with preschool multiply handicapped children. This type of integrative experience is seen as partial alleviation of the problem of discontinuity which is the result of the work-study model extending over several semesters. This document is attached in the third Appendix--Green.

III. Continuing Education Model--Training Activities and Materials

A. Workshops for Teachers in Cooperating Agencies

Mathematics for Young Handicapped Children
December 5 and 6, 1973
Two three-hour workshops on the development of number concepts for young handicapped children were coordinated by Dr. Jack Cawley, Director of Project Math, University of Connecticut. Other members of the Project Math staff worked with small groups of participants. Participants were Special Project trainees; teachers and supervisors from cooperating agencies and as space allowed, other selected Hunter College students. There were 140 participants.

Program Planning for Young Multiply Handicapped Children
May 6, 7 and 8, 1974
Mr. Donald Welch, Principal, and Mr. Robert Howell, Curriculum Coordinator, East San Gabriel Valley School for the Multi-Handicapped, Los Angeles Unified School District, conducted a series of workshops and consultations:

May 6 and 7, 9:30 to 3:30--Invitational Workshop for twenty teachers from the Special Project's cooperating agencies.

May 6, 6:30 to 8:00 p.m.--Open meeting for Hunter College students and faculty.

May 7 and 8, 4:00 to 7:00 p.m.--Seminars for Project trainees.

May 8, 9:00 to 3:00 Prescheduled consultations on-site with three cooperating agencies.

B. Development of Training Material

How Handicaps Affect Preschool Children is a module cluster for pre-service or inservice training for professional and paraprofessional personnel in agencies and schools which serve young multiply handicapped children. This module was designed to provide three training alternatives: First, independent study by agency professionals and paraprofessionals. Second, basic content and activities for agency inservice programs for staff. Third, independent study by college students in a work-study model. This module is attached in the fourth Appendix--Orange.

IV. College-Agency Cooperation

A. Agency participation in the field training of Special Project students is documented in the second Appendix--Yellow.

B. College-Agency Meetings

Three meetings with cooperating agency representatives were convened by the Special Project staff during the 1973-74 academic year. Each meeting was held in a cooperating agency which provided a tour and discussion of its program and facilities for preschool multiply handicapped children. The agenda of the first meeting focused on college-agency joint responsibility for training and supervision of trainees in field placements. The second meeting was devoted to discussion of the Special Project for newly-appointed agency representatives; Project trainees also attended this meeting. The third meeting was a review of the college-agency cooperative relationship for the three years of the Special Project. This meeting ended with a request by the agencies that Hunter College convene a meeting of cooperative agencies and all Project graduates in the Spring semester, 1975. Average attendance at these meetings included 10 agency supervisors or program directors.

C. Interchange of Materials and Personnel

The Special Project provided materials on request to two cooperating agencies for inservice activities: One multi-media kit about the development and use of instructional materials. Literature on competency-based training and additional sets of the Special Project's list of preschool teacher competencies.

Each cooperating agency was given a copy of the guide for diagnostic teaching from the East San Gabriel Valley School for Multi-Handicapped Children.

Personnel and audio-visual materials from four cooperating agencies were used in seven Special Project Seminars for trainees.

Cooperating agencies provided Project trainees with selected case studies for use in seminar training activities.

The Special Project Director chaired two workshop sessions for Headstart personnel in a program sponsored by a cooperating agency.

Problems in the Second Continuation Year

I. Project-design Problems

A. Derivation of the Competencies for Teachers of Preschool Multiply Handicapped Children--During the planning phase of this Special Project a series of meetings was held with representatives of schools and agencies which serve the target population. The teacher competencies which eventually became the core of the Project design were derived from the suggestions of the agency representatives. Thus, an important goal, identification of need, was met through college-agency cooperation.

When training was initiated, field placements were selected, in part, on the basis of the agencies' interest in the Project and willingness to participate in an experimental program. Two assumptions were made: First, that the characteristics of the training program would be transmitted by the agency representatives to their staff members. Second, that the list of competencies would be understood if not practiced in field sites. These assumptions were not explicit but they appear in retrospect to have been implicit factors in the decisions leading to initiation of training. In fact, the cooperating teachers with whom students were placed did not generally know very much about their own agencies' role in the project planning or about the characteristics of the competency-based model. In addition, it became clear that the list of competencies represented the ideal not the status-quo and that some competencies were not being modeled in any existing programs among the cooperating agencies. Thus, it now seems evident that pre-service preparation should have been preceded by inservice work within the

cooperating agencies and by preparation of training materials or procedures which would provide exemplary modeling of target teaching behaviors. The high degree of cooperation on the part of the agencies indicates that several of them would have been interested in becoming "stations" for the modeling of selected competencies for the training of students and of staff from other agencies. If that field placement pattern had been developed, students would have been assigned on the basis of their need to work on certain competencies rather than on the basis of age-group or handicap-category interest. The added advantage would have been that the agencies' self-study of their own particular competencies would have contributed to their understanding of their training roles.

B. Isolation of the Preschool Multiply Handicapped Project--This Project's cross-categorical approach implies that a wide range of Special Education personnel will contribute to the preparation of teachers of preschool multiply handicapped children. At the point at which the Project was initiated in the Program in Special Education at Hunter College there was limited acquaintance with competency-based teacher education and with a non-categorical approach. As will be indicated below, this Project had a significant influence on the Program in Special Education and led directly to an on-going preparation program for teachers of multiply handicapped children. However, for the 24 students who participated in the two training years of the Project, there was a disadvantageous isolation from the potential range of people and ideas in the Special Education community.

II. Student-related Problems

A. Qualification for licensing and certification--While the Project was cross-categorical, students felt constrained to think in categorical terms in the selection courses. At the inception of the Project neither the New York City Board of Education license nor the New York State Education Department certification systems included a category for teachers of the multiply handicapped. In view of the rumored job shortage, the Project students elected to use their elective options to complete requirements for certification in a categorical area. This inevitably pulled them away from concern with their preschool teaching competencies toward a concern for completion of qualifying courses.

B. Time demands of the Project's Intensive Study Model--Students in the Intensive Study Model of Alternate Strategies of Preparation of Teachers for Preschool Multiply Handicapped Children completed the 30 credit hour requirements for the Masters' Degree in Special Education. These 30 credits included the special seminars and field assignments in the area of the multiply handicapped and selected courses in Special Education. In addition, students remained in their field placements during the January intersession period and during the weeks in June in which their placements were in session. Four full days in field placements each week for almost 10 months plus attendance at classes four nights each week for eight months proved to be an exhausting schedule. The primary disadvantage of this schedule was lack of time for adequate preparation of strategies and materials for demonstration of competencies and for repeating certain strategies to improve competencies.

Significant Findings and Events

I. Long-range Benefits of the Project

As a direct result of the Special Project Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children, the Hunter College Program in Special Education designed and received funding for an on-going preparation sequence for students who are interested in teaching multiply handicapped children. During the 1974-75 academic year 12 full-time students are enrolled. It is proposed that during the 1975-76 academic year 12 full-time students will be enrolled and that 30 teachers from the cooperating field stations will participate in a systematic inservice program. One feature of the inservice training will be the joint participation in selected activities by the full-time students and their assigned cooperating teachers.

The on-going preparation sequence includes field placements for four days each week in a "teaching station". Five stations were selected from the original group of cooperating agencies of the Alternate Strategies Special Project.

During the last two years the Program in Special Education has been working toward competency-based teacher education. The plan for such training has been approved within the College and by the New York State Education Department. Implementation will begin in September, 1975. Many of the competencies derived from the 1971-72 meetings with cooperating agencies have been incorporated into the approved preparation program.

II. Project Evaluation

Student Evaluation of Seminars

Throughout the Fall and Spring Semesters, at random intervals, the twelve full-time students in the Project evaluated the twice-weekly Seminars on Teaching Multiply Handicapped Preschool Children. The intervals were selected by a Research Assistant who was not aware of the topic or structure of the Seminar. Following the original Project design, one student was responsible for collecting the evaluation sheets and returning them to the Research Assistant.

The Project Director received the evaluation summaries within a few days after each student evaluation. Student reactions to clarity and organization of presentations served as a guide for modification of Seminar teaching strategies. Student reactions to the relevance of topics to their goals and needs as future teachers served as a guide for modification of Seminar content.

Evaluation of the Seminars was based on seven items with a rating scale of one to five. The items: Clarity of Presentation; Organization of Presentation; Relationship of Presentation to Course Goals; Relationship of Presentation to Student Background Knowledge; Relationship of Presentation to Student's Future Needs as a Teacher; Appropriateness of Amount of Lecture and Appropriateness of Amount of Discussion.

The two items relating to amount of lecture and discussion proved not to be valid. Students said that they sometimes rated appropriateness of amount in relation to the topic and at other times estimated the percentage of each. Since the group was small, discussion was informal and the amount was somewhat controlled by the group.

Students did not like to complete the evaluation sheets. When the Project Director referred to the summaries of evaluations in acknowledgement of her willingness to modify Seminar topics or structure, students suggested that evaluations be given orally, not written "in secret". At the bottom of one sheet a student wrote, "I hate filling these in. But that's my problem." For the record and to increase objectivity the written evaluations were continued. However, oral evaluations and reactions were encouraged and discussion was occasionally "heated." Intra-group disagreement often arose when deadlines for assignments and the content of assignments were discussed. Approximately half of the students liked flexible deadlines and freedom to adapt assignments in accord with their specific interests or their current field placements. The remaining students repeatedly requested firm deadlines and inflexible assignments. The most frequent request for modification of Seminar content was a preference for more information about handicap categories.

Findings from written student evaluations:

A. One cluster of findings from student evaluations has implications for modification of Seminar content in two competency areas: Knowledge of human growth and development and knowledge of handicapping conditions. Seventy percent (70%) of student responses indicated that seminars on growth and development were highly related to Project goals; 60% that they were highly related to future needs as teachers and 45% that they were highly related to previous knowledge and experience. In contrast, 88% of student responses indicated that seminars on categorical handicaps were highly related to Project goals and to future needs as teachers and 75% that they were highly related to previous knowledge and experience.

Possible explanations for the comparatively high interest in handicap categories are that, first, the New York City Board of Education employment pattern stresses preparation in categorical areas and gives licensing examinations in specific categories; second, New York State Education Department Certification did not include qualifications for teaching multiply handicapped children but did include them for various specific categories and third, the basic Hunter College teacher preparation in Special Education was categorical. Possible explanation for the lower interest in growth and development lies in the fact that 10 of the students had undergraduate preparation which stressed elementary school teaching and two had undergraduate preparation which stressed secondary school teaching. In addition, the original Project goal of requiring students to take child growth and development courses during the summer session prior to the second continuation year was not achieved due to late-June notification of renewal of the grant.

Given the above factors which may be related to student evaluation of the relative importance of knowledge of growth and development as subordinate to knowledge of handicap categories, it appears that content and amount of time devoted to these two topics must be altered. The responses of these particular students indicate that they were more likely to find relevance to present and future goals in topics which were highly related to their previous knowledge and experience. This certainly seems to confirm the advisability of prior enrollment in child growth and development courses as a prerequisite to entry into this type of preparation program. The time constraints of the Seminars precluded the presentation of adequate content in the area of normative child development.

B. Another cluster of findings has implications for appropriate sequencing of activities in the classroom and in field placements. In seminars on techniques for observation of child behavior, 75% of student responses indicated that they were highly related to Project goals, 85% that they were highly related to future needs as teachers and highly related to previous knowledge and experience. In seminars on techniques for child assessment, 89% of responses indicated that they were highly related to Project goals, 77% that they were highly related to future needs as teachers and 56% that they were highly related to previous knowledge and experience. In contrast, in a single seminar in which the Haeussermann film, "Testing Multiply Handicapped Children" was viewed and discussed 43% of student responses indicated that the content was highly related to Project goals, to future needs as teachers and to previous knowledge and experience. Verbal and written comments about the film: "Too long and old." "Very valuable; want more." "That kind of testing is impossible for teachers." "You would have to know child development inside-out." "Would have preferred to examine a lot of tests before viewing the film."

The Project Director's previous experience with the film had appeared to be more positive than this group's evaluation. However, since no written evaluations had ever been requested in previous classes, it is possible that those students felt constrained to voice only positive reactions. It appears that a series of written evaluations is advisable.

There are two implications which require exploration: First, what transition experiences are needed to make child observation and assessment knowledges useful in actual field experience and second, what assessment models can be used to make observation and assessment competencies relevant to preschool teacher roles? Evidently for these 12 full-time students the film chosen did not present a useful model.

C. An additional cluster of findings relates to concepts of competency-based teacher education. In seminars on competency-based preparation and identification and self-assessment of competencies, 85% of student responses indicated that they were highly related to Project goals, 65% of responses indicated that they were highly related to future needs as teachers and to previous knowledge and experience. The implication of this finding is that the content of a competency-based preparation program should include development of knowledges, attitudes and skills essential to informed participation.

Dissemination

Copies of this report have been sent to the schools and agencies which cooperated in the planning and training phases of Alternate Strategies of Preparation for Preschool Teachers of Multiply Handicapped Children.

In addition, copies of "Model for Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children", "Competencies for Teachers of Preschool Multiply Handicapped Children: A Two-course Integrative Elective in Special Education" and "Independent Study Module: The Effects of Handicaps on the Development of Young Children" are available for single-copy dissemination with permission to duplicate. Copies of these materials have also been placed in the Special Education Development Center at Hunter College, a component of the New York State Special Education Instructional Materials Center network.

The report and working drafts of training materials from the Planning and First Continuation Years was filed with the Bureau of Education for the Handicapped in June, 1973, by Dr. Gloria F. Wolinsky, the originator of this project.

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
PROGRAM IN SPECIAL EDUCATION
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Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Project Director: Mrs. Ferne K. Roberts Office: 1420
Office Hours: By appointment Telephone: 360-5032, 33, 34

EDO 700P, Seminar, Preschool Multiply Handicapped
EDO 701P, Seminar, Preschool Multiply Handicapped

These two seminars have been designed to provide an integrated approach to the developmental characteristics of preschool handicapped children. Preschool growth and development, the effects of handicapping conditions and the influence of environmental factors will be examined. Specifically, the objectives of these seminars are:

A. To ensure that each student has a basic understanding of preschool developmental processes in five areas of behavior: motor, language, perception, cognition and socialization.

B. To enable each student to understand the disruptive influences of physical and mental disabilities, developmental anomalies, inadequate sensory stimulation and limited social interaction on preschool developmental processes.

C. To assist each student to acquire skills in child observation and evaluation which will serve as the basis for appropriate curriculum planning and intervention with preschool multiply handicapped children.

These seminars, the didactic part of the total project, parallel and complement the advanced internship placements in which students are concurrently enrolled. These internships are Module I--Observation and Module II--Analysis.

Course requirements and seminar schedule are attached.

September, 1973

COURSE REQUIREMENTS

EDO 700P, EDO 701P, Seminar, Preschool Multiply Handicapped
Fall, 1973

I. Required Reading

Dittman, Laura. Early Child Care. Altherton Press, 1965

Stephens, Will Beth. Training the Developmentally Young. John Day, 1977.

American Printing House for the Blind, The Visually Impaired Child. Catalogue #8-5104

Supt. of Documents
U.S. Government Printing Office
Washington, D.C. 20402

(a) Cognitive and Mental Development in the First Five Years of Life P.H.S.2057
(b) Equipment Guide for Pre-School and School Age Child Care Institutions
(c) Your Child from One to Three H.E. 21:110:413
(d) Your Child from One to Six H.E. 21:110-:30
(e) Your Child from Three to Four H.E. 21:110-:446
(f) Your Baby's First Year C.B. 400

Frank Porter Graham Child Development Center, Prospectives: Child Care--A Progress Report. University of North Carolina, Chapel Hill, N.C.

Western Interstate Commission for Higher Education, Interdisciplinary Programming for Infants with Known or Suspected Cerebral Dysfunction. P.O. Box P, Boulder, Colorado 80302

September, 1972 issue of Scientific American. Communication.

Other readings as assigned in seminar sessions.

II. Written Assignments

A. A review of one of the following, or other approved book. This assignment serves as an introduction to observation as a technique for viewing and recording child behavior.

Barker, R.G. One Boy's Day. New York: Harper, 1951
Buhler, C. The First Year of Life. New York: John Day, 1930
Church, J. Three Babies. New York: Random House, 1966
Dearborn, G.O.N. Motor-Sensory Development: Observations on the First Three Years of Childhood. Baltimore: Warwick and York, 1910
Issacs, S. Intellectual Growth in Young Children. Schocken, 1966 (paperback-re-issue)
Kessen, W. The Child. New York: John Wiley, 1965
Piaget, J. The Child's Conception of the World 1926
Judgement and Reasoning in the Child 1928
The Child's Conception of Physical Causability 1936
Language and Thought of the Child 1959
Preyer, W. The Mind of the Child. New York: Appleton, 1882

B. A comprehensive review of the literature or an extended annotated bibliography on a topic to be approved by the project director. (Please make an appointment for a discussion of this assignment when you have a topic identified and written in a sentence or two.)

C. Written observations of three children at three different age ranges: 0-2; 2-4; and 4-6 sampled six times at two week intervals. All observations are to be concerned with one type of behavior--motor, language, perception, cognition, socialization.

D. Written reports of child performance on four tests, scales etc. which are designed for teacher assessment of very young children.

E. Adaptation of an assessment list or behavior check-list in one of the following areas:

Motor Development (including daily living activities)
Language Development
Perceptual Development
Cognitive Development
Social Development

This may be carried out as a group project. (Please confer with the Project Director before working on this project. Selection of areas must result in a check-list in each aspect of development so that the class will have access to lists in all areas.)

Sources of Reading and Project Materials

Bibliographies will be distributed.

Some materials will be distributed to all students to correspond to class discussions and assignments.

Library Resources:

Teachers Central Laboratory--Room 1106, Hunter College, 695 Park Avenue

Regional Special Education Instructional Materials Center, 560 Lexington Ave., Room 411

Mid-Manhattan Library--8 East 40th Street

Bookcase and file in Mrs. Roberts' office, Room 1420.

Seminar Schedule

EDO 700P and 701P, Preschool Multiply Handicapped Child

This schedule is subject to change

September 10	Orientation to Project
September 11	Competency-based teacher-training
September 17	Concepts of Human Development
September 18	Infant Development
September 24	Early Childhood Development
September 25	Review of Observation techniques
October 1	Language and Communication
October 2	Cognitive Growth in Young Children
October 8	No class
October 9	Young Handicapped Children
October 15	Young Handicapped Children
October 16	Assessment of Young Children
October 22	Assessment of Young Children
October 23	Review of Assessment Materials
October 29	Assessment Reports
October 30	Implications of Assessment Findings
November 5	Analysis of Learning Tasks
November 6	Analysis of Learning Tasks
November 12	Adaptation and (or Construction of) Assessment Materials
November 13	Defining Objectives
November 19	Defining Objectives
November 20	Intervention Patterns
November 26	Intervention Patterns
November 27	Environment - Preschool Experience
December 3	English as a Second Language
December 4	Perception - Independent Study
December 10	Review - Role of Teacher
December 11	Perception - Independent Study
December 17	Review - Role of Teacher
December 18	Perception - Independent Study

HUNTER COLLEGE
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Program in Special Education
466 Lexington Avenue
New York, N. Y. 10017
360-5032

Special Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Seminar: EDO 720 P and EDO 721 P, Spring, 1974

Objectives:

1. Teachers of pre-school multiply handicapped children will demonstrate skills as interpreters of children as learners.

2. Teachers of preschool multiply handicapped children will demonstrate skills as enablers of learning in children.

Specific Skills to be Developed

1. Ability to plan long term goals for individuals and small groups of multiply handicapped children.

2. Ability to plan short term goals for individuals and small groups of multiply handicapped children.

3. Ability to implement individualized instruction techniques.

4. Ability to plan individual and group activities which are consistent with children's individual and group learning goals.

5. Ability to use instructional materials and equipment which are consistent with children's learning needs and styles.

6. Ability to structure the classroom environment for optimum learning.

7. Ability to work with other school or agency personnel to plan and implement learning activities for multiply handicapped children.

8. Ability to discuss with parents the developmental-educational progress of their children in terms of individualized short and long term goals.

Assignments

I Readings:

Four reports of books or articles which give information which is pertinent to some of the above skills. For each report, summarize, in two pages or less, the ideas and/or techniques which have value for a teacher of preschool handicapped children.

These reports are due: February 21, March 7, March 28 and April 18.

II Written and oral assignments:

A. Analyze the curriculum of the school or agency program for preschool multiply handicapped children. (A check-list form will be distributed.) Prepare a written summary of curriculum, philosophy, objectives and content and of specific areas stressed or ignored. Be prepared to discuss this summary with the class and faculty in order to compare agency program.

Due: May 1, 1974.

B. Analyze your own 1) kitchen, 2) bathroom and 3) other rooms in terms of their convenience for a particular preschool handicapped child. List dangers, support elements and modifications which would improve opportunity for independence and learning.

Due: February 14, 1974.

C. List five philosophic approaches to the education of preschool children and outline the implications for curriculum development for preschool multiply handicapped children. This is to be completed as a group activity using a simple problem-solving outline which will be presented in seminar.

Due: March 6, 1974.

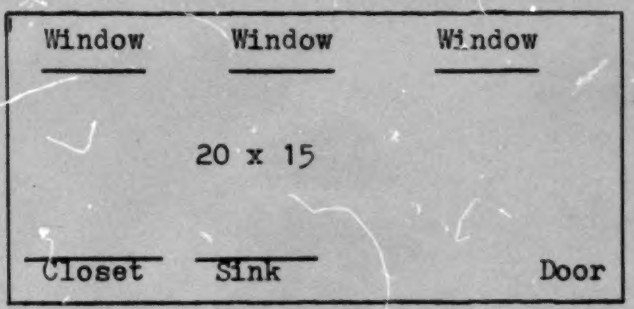
D. Instructional Activities: (This assignment will be clarified and initiated in Seminar on February 20, 1974.)

1. Develop a week's activities for a particular child. Demonstrate to your field supervisor your ability to carry out one of these activities.

2. Develop a month's activities for the class to which you have been assigned. Choose one activity and demonstrate to your supervisor your ability to "enable learning."

   Due: Date to be determined

E. Utilizing the same class group of children as in assignment 9, devise an environment within the following limits:



You will have the following equipment:

2 low bookcases	an incomplete set of blocks
1 teacher's desk	6 puzzles
1 round table	crayon, chalk, paints
1 square table	construction paper
chair for each student	8 library books

You have been given permission to order $50 worth of supplies and materials. There is some "furniture" in the basement; if you can present a "good argument" you can have it for your room. 1) Diagram the room as you want it, 2) List the materials you would order, 3) List the "furniture" you want from the basement. Justify your plans in terms of the learning needs of the group.

Due: May 1, 1974

F. You work for an agency that has asked you to help families carry out follow-through activities to increase the skills of their preschool multiply handicapped children in the following areas:

   Language Development
   Eye-Hand Coordination
   Daily Living Skills

The agency cannot provide materials; the family has limited funds. Utilizing materials found in a home, develop 25

activities in each area. Each activity should be reported on a 5 x 8 card, listing the rationale for the activity, the material and the method of presentation. This activity will be carried out by assigned groups.

G. List ten children's books, which cost 50¢ or less, that you would suggest to a family or a teacher of a multiply handicapped preschool child. Adapt one of these books for each of the following:

A visually handicapped three year old.
A language handicapped four year old.

Report the books on 5 x 8 cards, giving purchase information, annotations regarding contents and value for a handicapped preschooler.

Due: May 1, 1974

H. Choose ten pieces of standard equipment used in classes for preschool handicapped children. On 5 x 8 cards, describe the material and outline adaptations which would enable children with the following handicaps to use them:

1. Limited Vision
2. Hearing Handicapped
3. Manipulation Disability
4. Movement Problems
5. Distractability

Due: May 1, 1974

I. Analyze three commercial instructional materials for preschool children according to a model which will be distributed. The materials should be designed to aid development in language, perception and motor skills.

Due: May 1, 1974

J. Develop a six-week language program for one child, with a school and a home follow-through component.

Due: May 15, 1974

K. Develop a six-week visual-motor program for one child, with a school and a home follow-through component.

Due: May 15, 1974

L. Develop a six-week program for one child in an area of your choice to include individual instruction and group instruction components.

Due: May 15, 1974

M. Plan a P.T.A. meeting. Describe your plan to the Seminar.

Due: May 8, 1974

N. Carry out a comprehensive assessment for one child and be prepared to present the report in a simulated case-conference in Seminar. Assessment should include summary of data from child's file (if available to you), observations in the classroom, data from your own use of tests, check-lists, etc.

Due: May 9, 1974

O. Final Paper: Develop a research paper of approximately 20 pages which would enable you to discuss your chosen topic with parents or co-professionals with a feeling of "expertness." Follow accepted research paper format, i.e. Style Manual of the American Psychological Association.

Due: May 28, 1974

Practicum Process

1973-74

I. Introduction to Agencies - September 1973

At a meeting with the project field supervisor, all students were acquainted with the profiles of the agencies interested in having interns placed with them. Each student was asked to review these profiles (agency profile form attached) and select at least five agencies with which to set up interview appointments. The students were instructed to take one-page resumès to the interview to be given to the agency administrator. All students were given instructions on resumè writing and were given the option of presenting their resumè to the project field supervisor for comments or suggestions. After each interview, the agency administrator returned a copy of an interview form (attached) concerning the conduct of the interview and any conclusions or preferences with regard to placement of each student. After all interviews were completed, each student chose three agencies (form attached) in which to work to complete the nine-month intern prácticum requirement.

II. First Placement -- October through December, 1973

Each student was assigned as an intern to a class of preschool age children within an agency. The intern was given a written assignment (assignment #1 attached) to complete in relation to this class as well as to the agency as a whole.

The intern was also given a manual, Establishing a Behavior Observation System: A Self-Instructional Program, by Donald A. Jackson, Gabriel M. Della Piana, Howard N. Sloane, Jr. Bureau of Educational Research, University of Utah, Oct., 1971. In the Project Seminar, students received instruction on observation and recording techniques to prepare them for completing this assignment.

Each intern was observed by the project field supervisor about five times during this placement. The observation time at each visit varied from one and a half to three hours. Individual conferences following each observation lasted from one half to one hour.

The first observation was used by the supervisor to gather current information about the intern's placement -- type of children, physical plant, general attitude and philosophy of agency and staff. This information was gathered through the supervisor's direct observation, interviews of agency personnel, and by means of a private conference with each student following the observation period. The student was asked what he saw as the most negative and positive features of the classroom and agency environment at this time.

At the second observation, the intern was asked to be prepared to work with an individual child while the supervisor was present. At a private conference immediately after the observation, the intern was asked to evaluate her work with the child. Some questions asked by the

3.

supervisor were:

What was the aim?
Did you feel successful?
What aspects of the lesson pleased/displeased you?
What would you change about the lesson if you repeated it?
What follow-up is indicated?

During the conference, the intern was asked about the progress she was making with the observation techniques and assignments. Comments and suggestions were given by the supervisor to facilitate further progress in this area.

At the third observation, the intern was asked to be prepared to work with either a group of children or the entire class while the supervisor was present. After this observation, the student was again asked to evaluate her work at a conference with the supervisor. After the conference with the intern, the field supervisor also spoke with the classroom teacher and agency administrator. Topics discussed at this time were -- the agency reaction to the intern; the roles and responsibilities of the intern, the agency personnel, and the college personnel; intern assignments; agency reimbursement; and intern evaluation procedures. The agency received a folder (attached) containing reimbursement forms, student assignment sheets, and intern evaluation forms.

At the fourth observation, the intern was asked to work in the situation (group or individual) which seemed most in need of improvement. In addition to being asked to evaluate the particular lesson observed, the intern was asked the

following general questions with regard to the placement:

In what areas has this placement increased your skills most?

In what areas do you feel least comfortable or feel that you need more training or experience?

After the intern conference, the field supervisor spoke with the agency representatives about any questions or problems that they wished to bring up. The time, place, and procedure for the intern's final evaluation conference was established at this time.

The focus of the field supervisor's fifth visit was the intern's final evaluation conference. Procedures for this conference are discussed in Section III -- Evaluation.

During the course of the placement, the interns also participated in several practicum seminars led by the field supervisor. These seminars were devoted to discussing the aims of the intern program, written assignment #1, observation and recording techniques and topics raised by interns.

III. Evaluation of Intern Performance (first placement)

The intern performance was evaluated in four ways. One part of the evaluation was based on the supervisor's observations of the intern in the classroom situation as well as during the individual conferences following each observation. A second evaluation was based on the quality of the material presented with regard to assignment #1. Materials were graded

5.

on a 1 - 5 scale.

1 - Inadequate
2 - Needs additional work
3 - Average
4 - Superior
5 - No basis for evaluation

A third evaluation was made by the agency personnel with whom the intern worked most closely. The form, Evaluation of Teaching Competencies, used by the agency for this purpose is attached. These forms were filled out by the agency personnel before the scheduled conference. The fourth evaluation was made by the intern. This evaluation had two components: The intern completed the Evaluation of Teaching Competencies form as a self-assessment of teaching competencies. The intern was prepared to discuss the classroom placement with regard to its ability to meet her learning needs. At the conference (attended by the intern, the field supervisor, the participating teacher and her aide, and the agency administrator) the evaluation information was openly discussed. The evaluators were able to explain their ratings and give examples to clarify their statements. Everyone was encouraged to question or discuss all material presented. In preparation for these three-way evaluation conferences, the project field supervisor stressed the importance of focusing on competencies or teaching behaviors. Thus agencies and interns were encouraged to look at strengths, emerging skills and weaknesses, not at success or failure in personal terms.

6.

IV. Second Placement -- January through March, 1974

Each intern was assigned to a new agency at the beginning January. Observation and conference procedures with regard to field supervision were carried out as they were during the first placement, with frequent reference to competencies listed in Evaluation of Teaching Competencies.

The intern was also given assignment #1 to repeat with this new class and agency. All students were asked to complete items A 1, 2, 4, 5, 6. Students who were unable to satisfactorily accomplish the other activities included in the assignment during their first placement were given further instruction and then asked to repeat those sections which proved troublesome the first time. Since the intern had previous experience with this assignment, the due date for its completion was the beginning of March rather than at the end of the second agency placement.

The intern was also given the following assignments to complete:

2. Develop a complete week's activity for a particular child in your agency.

3. Choose one activity and demonstrate to the field supervisor your ability to work with this child in this area.

4. Develop a month's activity for the class to which you have been assigned.

5. Choose one activity and demonstrate to the field supervisor your ability to work with this group in this area.

The option was given of completing all or part of the preceding

during either the second or third agency placement.

Assignments #2-5 utilized the observation and conference procedures of the first placement but also introduced the elements of short and long-range planning with regard to individuals and groups. The intern, therefore, not only had to develop the ability to work in both of these situations, but was expected to plan for the continuity of experiences for one week and then one month.

V. Evaluation of Intern Performance (second placement)

The same four-part evaluation system was used with this placement as was used with the first. The evaluation form, Evaluation of Teaching Competencies, used at the evaluation conference had, however, been revised, following agency suggestions, in an attempt to make it easier to read and understand.

VI. Third Placement - April through June, 1974

Each intern was assigned to a new agency at the beginning of April. Observation and conference procedures with regard to field supervision were carried out as they were during the first and second placements.

No new assignments were given. Those students who had not yet fulfilled the requirements of assignments #2 - 5 continued to work on these. The agencies were by this time assigning major responsibilities to the interns. Most students were assuming the role of teacher for increasingly greater periods of time under the direction of agency personnel.

VII. Evaluation of Intern Performance (third placement)

The four-part evaluation system was used again for this placement.

Program in Special Education
Hunter College

Special Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Cooperating Agencies
1973 - 74

Agencies	Record of Student Placement		
	Fall	Winter	Spring
BOCES Center for Learning: A Preschool for Multiply Handicapped Children 1425 Old Country Road Plainview, N.Y 11803		I	I
Bureau for Visually Handicapped New York City Board of Education 110 Livingston Street Brooklyn, N.Y. 11201			
Center for Multiple-Handicapped Children 105 East 106th Street New York, N.Y. 10029	II		II
Department of Health 125 Worth Street New York, N.Y. 10013			
Division of Day Care- Dept. of Health 350 Broadway New York, N.Y. 10013			
Educational Alliance 197 East Broadway New York, N.Y. 10002			
Evaluation & Placement Unit - Special Ed., N.Y.C. Board of Ed. I.S. 237 46-21 Colden Street Flushing, N.Y. 11355		II	I
Flushing - Y.M.-Y.W.H.A. 45-35 Kissena Blvd. Flushing, N.Y.	II		I
Industrial Home for the Blind 57 Willoughby Street Brooklyn, N.Y. 11201	I	I	

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Cooperating Agencies
1973 - 74

Agencies	Record of Student Placement		
	Fall	Winter	Spring
Kennedy Child Study Center 151 East 67th Street New York, N.Y. 10021	11		
League School for Seriously Disturbed Children 567 Kingston Avenue Brooklyn, N.Y. 11203		11	11
Learning Disorders Lab. - N.Y.U. Med. School 550 First Avenue New York, N.Y. 10017			
The Lighthouse The N.Y. Assoc. for the Blind 111 East 59th Street New York, N.Y. 10022	1		
Pathfinder School - N.Y.A.B.I.C. 212-12 26th Avenue Bayside , N.Y. 11360	1		
Pre-Schooler's Workshop 38 Old Country Road Garden City, N.Y. 11530	1	1	1
Readiness Program for Disadvantaged Pre-School Children with Exceptional Learning Disabilities 131 Livingston Street- Room 313D Brooklyn, N.Y. 11201			
Regional Center for Deaf-Blind Children c/o The N.Y. Inst. for the Educ. of the Blind 999 Pelham Parkway N. Bronx, N.Y.			

Cooperating Agencies
1973 - 74

Agency	Record of Studen Placement		
	Fall	Winter	Spring
Rubella Project The Roosevelt Hospital 428 West 59th Street New York, N.Y. 10019			
Special Education Development Center 520 Lexington Avenue, Room 411 Hunter College New York, N.Y.		11	
St. Joseph's School for the Deaf 1000 Hutchinson River Parkway Bronx, N.Y. 10465			
United Cerebral Palsy of New York, Bklyn Center 75 Morton Street New York, N.Y. 10014	11	11	11
United Cerebral Palsy of New York 122 East 23rd Street New York, N.Y. 10010			1
Pre-School Developmental Programs Inst. of Rehab. N.Y.U. Medical Center/Medicine 400 East 34th Street New York, N.Y. 10016		1	1

Hunter College
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Special Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Description of Field Placement

Name of Agency:
Address:
Telephone:
Administrator:
Supervisory Contact:

Description of Facility for Review by Interns (Include description of children served, ages served and types of services. Other special information you wish Hunter College or interns to know.)

Hours | Program Model Months/Year | Type

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Record of Interview with Agency

Note: Please return the completed form to the field supervisor. One or all agencies can be listed on this form.

Name: _____

Address: _____

_____

Telephone Number: _____

I will be visiting the following agency/agencies:

Agency	Date

I was unable to visit the agency on the previous date and cancelled the appointment.

Agency	Person Notified	Date

I rearranged the visit date. When.

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Field Placement Preference Work Sheet

Name: _____

Address: _____

_____

Telephone Number: _____

I have reviewed the following agency profiles:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

I should like to be placed in the following agencies.
Note: List five placements. The field supervisor will select three in the order of your preference insofar as possible.

	Dates records sent	Date interviewed by agency	Discussion with Hunter College Staff	
			Prior	Post
1.				
2.				
3.				
4.				
5.				

Comments:

HUNTER COLLEGE
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Program in Special Education
466 Lexington Avenue
New York, N. Y. 10017

Special Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

The following student(s) have been interviewed by your agency and have expressed an interest in serving one three-month period of intensive field experience with you.

1.

2.

3.

4.

5.

6.

We will appreciate your completing the enclosed form as soon as possible so that the first placement can be effected on October 1, 1974.

Thank you for your cooperation.

Sincerely,

Project Director

HUNTER COLLEGE
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New York, N. Y. 10017
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Program in Special Education
Hunter College
466 Lexington Avenue
New York, N. Y. 10017

We have interviewed and reviewed the resume of the following student(s) and would be pleased to arrange a placement for intensive field experience for:

1.

2.

3.

We do not wish to arrange a placement for the following student:

Reason for negative decision_____

We will call you to explain negative decision_____

Sincerely,

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Special Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Dear

The following student(s) will be placed in your agency for an intensive field experience for the period indicated.

Student Name	Placement Dates

Thank you very much for your cooperation in this important part of the Special Project. If you have questions or comments about this student placement, please let us know. The field supervisor will come to your agency frequently; please feel free to review all aspects of this placement with her.

Sincerely,

Project Director

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Special Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Evaluation Form - Contracted Field Services
Period I II III

NAME OF AGENCY: DATE:_____

PERSON FILLING OUT FORM:

Have you ever had a student teacher from the Special Education Program at Hunter?_____When?_____

Do you have a student other than from the pre-school program at the present?_____How many?_____

Do you have students from other college programs at your facility?_____.

In what specific ways does your supervision of the Preschool Project student differ from supervision of other student teachers?

1.

2.

3.

4.

5.

Please return to: Program in Special Education
Hunter College
466 Lexington Avenue
New York, New York 10017

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Special Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Contracted Field Services

Supervision of Advanced Practicum Students

Student's Name_____ $135

Student's Name_____ 135

Total _____

Signed Name_____

Title_____

Address_____

_____

Date_____

To whom shall check be mailed?

Name

Title

Address

Retain duplicate for your own records.

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Special Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

ADVANCED STUDENT INTERNSHIP FOR TEACHER OF PRE-SCHOOL HANDICAPPED CHILDREN--ASSIGNMENTS-COMPONENT I

Objectives:

1. To make students aware of the learning environment and the ways in which it is used.
2. To familiarize the student with the various facilities, services, and settings available to young children.
3. To have the student observe the adult as he or she relates to the child and his environment.
4. To have the student observe the child as he relates to his environment.

A. THE PHYSICAL ENVIRONMENT

1. Construct a floor plan of the room or rooms which program utilizes.
2. List materials used.
3. Using a frequency chart, sample the use of major activity areas in the room; for example, block area, arts and crafts, housekeeping corner, etc.
4. Make a daily schedule of the program, as you perceive it.
5. Devise an instrument which gives an overview of the total agency program. (Early childhood education may be only a part of the services offered by the agency.) Include the following information: Population served, staff, intake and referral procedures, as well as other pertinent information.
6. Summarize your reactions to the above collected information. Written agency profiles are to be shared with other members of the group.

7. Read five articles related to the learning environment of pre-school children. Summarize these articles in terms of knowledge gained and inference for practice.

B. TEACHER-CHILD INTERACTION

1. Using a frequency chart, sample time periods which contrast adult initiated activities related to the use of materials in major activity areas.

2. Sample and discuss ways in which the adults (i.e. teacher, paraprofessionals) interact with children, for example, "mothering," disciplinary, etc.

3. Sample frequency and type of child-initiated interactions with adults, for example, appeals for assistance, permission, requests for the adult to intercede on behalf of the child.

C. CHILD-PEER RELATIONSHIPS

1. Sample and discuss the interactions of three children with other children in the group.

2. View and discuss the filmstrip: Group Life for the Preschool Child. (This and other films will be viewed at the discretion of the instructor.)

Equipment List

Blocks

Books

Art Materials

Musical Equipment

Permanent Equipment

Science Materials

Table Activity Materials

Fine-Motor Coordination Materials

Cross-Motor Equipment

Games

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Special Training Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Evaluation of Teaching Competencies

THE STUDENT-TEACHER CAN:	Superior	Average	Emerging	Unacceptable	No basis
1. Interact productively with:					
a. Children					
b. Other teachers					
c. Paraprofessionals, volunteers					
d. Supervisors, administrators					
e. Parents					
2. Gain the trust of children					
3. Demonstrate knowledge of normal preschool child development					
4. Use knowledge of etiology of handicaps to:					
a. Plan suitable learning activities					
b. Plan for the physical care and safety of children					
5. Select appropriate child assessment instruments and observation techniques					
6. Assess child strengths and weaknesses:					
a. Through individual use of techniques to evaluate cognitive, language, social-emotional and physical development					
b. Through participation as a member of an interdisciplinary team					
7. Use assessment information to establish short and long term objectives:					
a. for each child					
b. for the group					
8. Individualize instruction which is based on assessed child need					
9. Motivate children to:					
a. learn					
b. cooperate with essential routines					
c. internalize behavior controls					

THE STUDENT-TEACHER CAN:	Superior	Average	Emerging	Unacceptable	No basis
10. Maintain objectivity in discussion of plans for instructional activities and of learning outcomes					
11. Encourage parents to help children:					
a. Through explanation of reason for a learning activity					
b. Through demonstration of activity					
c. Through specification of exact steps to promote learning					
12. Assess her/his own professional strengths and weaknesses					
13. Integrate college courses (theory) and field experiences (practice)					
14. Promote positive relationships between college and agency					
15. Additional competencies					

Notes: The competencies listed in this form are adaptations from a compilation made by cooperating schools and agencies during the planning phase of this special project.

This evaluation of Teaching Competencies form is designed for use in three-way conferences at least three times during each student field placement. The student, the project field supervisor and the cooperating teacher fill out the form and then meet for joint discussion of the student's field experience. Initial, mid-way and final joint meetings are held in addition to regular field supervision by the project supervisor.

This Special Project was funded by the U.S. Office of Education under grant OEG-0-72-252.

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Special Training Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

Evaluation of Teaching Competencies

THE STUDENT-TEACHER CAN:	Superior	Average	Emerging	Unacceptable	No basis
1. Interact productively with:					
a. Children					
b. Other teachers					
c. Paraprofessionals, volunteers					
d. Supervisors, administrators					
e. Parents					
2. Gain the trust of children					
3. Demonstrate knowledge of normal preschool child development					
4. Use knowledge of etiology of handicaps to:					
a. Plan suitable learning activities					
b. Plan for the physical care and safety of children					
5. Select appropriate child assessment instruments and observation techniques					
6. Assess child strengths and weaknesses:					
a. Through individual use of techniques to evaluate cognitive, language, social-emotional and physical development					
b. Through participation as a member of an interdisciplinary team					
7. Use assessment information to establish short and long term objectives:					
a. for each child					
b. for the group					
8. Individualize instruction which is based on assessed child need					
9. Motivate children to:					
a. learn					
b. cooperate with essential routines					
c. internalize behavior controls					

THE STUDENT-TEACHER CAN:	Superior	Average	Emerging	Unacceptable	No basis
10. Maintain objectivity in discussion of plans for instructional activities and of learning outcomes					
11. Encourage parents to help children:					
a. Through explanation of reason for a learning activity					
b. Through demonstration of activity					
c. Through specification of exact steps to promote learning					
12. Assess her/his own professional strengths and weaknesses					
13. Integrate college courses (theory) and field experiences (practice)					
14. Promote positive relationships between college and agency					
15. Additional competencies					

Notes: The competencies listed in this form are adaptations from a compilation made by cooperating schools and agencies during the planning phase of this special project.

This evaluation of Teaching Competencies form is designed for use in three-way conferences at least three times during each student field placement. The student, the project field supervisor and the cooperating teacher fill out the form and then meet for joint discussion of the student's field experience. Initial, mid-way and final joint meetings are held in addition to regular field supervision by the project supervisor.

This Special Project was funded by the U.S. Office of Education under grant OEG-0-72-252.

HUNTER COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

Program in Special Education
466 Lexington Avenue
New York, N. Y. 10017
360-5032

Special Project: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children

January Practicum Assignment

1. Construct a floor plan of the room or rooms which your program utilizes.
2. List materials used.
3. Make a daily schedule of the program as you perceive it.
4. Complete an agency profile.

Competencies
for Teachers of Preschool Handicapped Children

A two-course, integrative elective in
Special Education

Program in Special Education
Hunter College of the City University of New York
June, 1974
Prepared by: Ferne K. Roberts

Competencies for
Teachers of Preschool
Handicapped Children

A Two-Course Integrative Elective
in Special Education

Background and Rationale: Although educational, medical, social work, and psychological personnel have long recognized the need for early identification and intervention for young handicapped children and their parents, momentum in this direction has been nationally visible only in the last six years. The Early Childhood Education Assistance Act under Title VI-C of the Handicapped Children's Education Law, has provided funds for the development of model programs for preschool handicapped children. In response to this stimulus many localities and several states have developed models which provide systems for early identification and intervention. Many of these programs offer home training for very young children and group experiences for the older preschoolers. Schools and agencies in New York City have received funding for several preschool projects under this Federal Act as well as other sections of Title VI. In addition, Head Start Programs are now required to include a percentage of handicapped children. New York City is the site of one of ten Regional Centers for Deaf-Blind Children. These Centers stress early identification and intervention.

Quite aside from Federal efforts to stimulate comprehensive services for young handicapped children, State and local agencies have increased their services. Both public and private school programs for the handicapped have developed preschool components and many specialized agencies have instituted services for preschool age children.

One of the outcomes of this increase in number and quality of preschool services is a shortage of qualified personnel. In recognition of this, the Training Division of the Bureau of Education for the Handicapped, U.S. Office of Education, has annually ear-marked funds for special training programs to prepare teachers of preschool age handicapped children. Hunter College Program in Special Education was the recipient of a three year special project grant to develop and pilot a training sequence. In June, 1974 at the end of the Federal funding, 24 students have received M.S. Degrees, 22 community agencies are establishing cooperating field training bases and experimental training formats and procedures are available for use in the following two proposed courses.

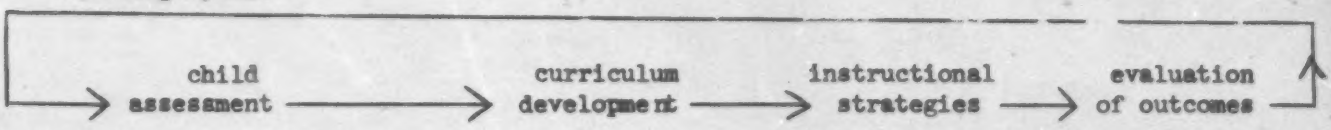
An additional factor which supports this proposal is the decrease in regular teaching positions with a concomitant increase in enrollment in the Program in Special Education at Hunter College. With these two electives students in the special education sequence can extend the age span for which they are qualified to teach. Many students in special education have room in their programs for six to nine elective credits.

The goal of this two-semester competency based elective is to provide information and experiences which will enable trainees to integrate previous knowledges and skills for effective work with preschool handicapped children. Historically, in the absence of trained teachers of preschool children, it has been the practice to, first, require the prospective teacher to "take courses" in child development and in a category of special education and/or, second, expect a teacher of elementary school children to alter her own teaching behaviors to suit the needs of very young children. Neither of these routes has been successful in filling the quantitative and qualitative gap in services for young handicapped children. The integration of knowledges and understandings from two or more special fields has not

appeared to be easy, especially in the absence of closely related field experience. Further, teachers who are trained to teach reading, math, social studies etc. to school age children are not prepared to understand the "curriculum content" which is inherent in the developmental tasks of young children. Thus this two-semester program is seen as a culminating experience which will provide specific activities designed to foster and demonstrate ability to apply previous learnings to development of programs to meet the specific needs of preschool handicapped children.

Overview: It is proposed that two three-credits courses, Parts I and II of "Competencies for Teachers of Preschool Handicapped Children," be presented as electives in the Hunter College Program in Special Education. These two courses will enable students to integrate their knowledge of normal early childhood growth and development and of handicapping conditions, gained in other courses. Case studies, assessment reports, structured observations, simulations and actual interventions with children will be used to aid trainees to develop competencies in conceptualizing and implementing early intervention services for young handicapped children.

Each part of "Competencies for Teachers of Preschool Handicapped Children" has two major components which together comprise an effective teaching cycle:



Part I includes experience in relating the effects of handicaps to early child development and experience in assessing the functioning abilities of preschool handicapped children.

Part II includes experience in curriculum development and evaluation of learning outcomes for preschool handicapped children.

Class meetings will be held for two hours once per week for each course. The remaining hour will be spent in individual conferences with the instructor, in student work groups, in supervised individual study and in prescribed simulation activity. In addition, students will spend approximately three hours per week in field work.

Catalogue Descriptions:

Part I, EDS XXX, Assessment of the Effect of Handicaps on Preschool Child Development. The aim of this course is to provide integrative experiences which enable teachers to understand the effects of handicaps on infant and child development and to assess cognitive, language, social-emotional and physical developmental levels.

Part II, EDS YYY, Curriculum Development and Evaluation for Preschool Handicapped Children. The aim of this course is to provide integrative opportunities to teachers to plan, implement and evaluate the outcomes of learning sequences for young handicapped children in home and preschool settings.

Criteria for Admission: Completion of six credits in infant or child development and/or child psychology; completion of the basic core in special education; completion of or concurrent enrollment in the course "Parent Involvement in the Education of Young Handicapped Children." Admission to Part II is contingent on successful completion of Part I. Concurrent employment in a program for young handicapped children or permission of instructor.

Competencies for Teachers of Preschool Handicapped Children

Part I, EDS xxx, Assessment of the Effects of Handicaps on Preschool Child Development

Competency (Terminal Objective)	Enabling Objectives	Performance Indicators
1. The trainee will be able to describe the effects of sensory, physical, emotional and intellectual handicaps on the development of infants and young children.	1.1 Trainee will indentify the characteristics of each recognized handicap category.	1.1.1 Given the list of handicap categories used by the U.S. Office of Education, trainee will define each handicap and specify its major characteristics, using as resources the writings of Kirk, Dunn, Cruickshank & Johnson and others.
		1.1.2 Given a book, article or case study about a young handicapped child, trainee will identify behaviors which are a direct result of a specific handicap.
		1.1.3 Using recognized developmental theories such as Piaget, Erikson, Bruner, Skinner, Ausable, etc., trainee will pinpoint the chronological age at which each handicap begins to exert it's major effect on the child's development.
	1.2 Trainee will specify the primary effects of each type of handicap on infant and early childhood development.	1.2.1 Using readings from the attached bibliography and others, trainee will specify the effects of each type of handicap on: a. cognitive development b. language development c. physical development
		1.2.2 Given the age and type of handicap of a young child, the trainee will reconstruct the probable functioning levels in cognitive, language, social-emotional and physical areas.

Competency	Enabling Objectives	Performance Indicators
		2.1.4 Given instruction in tally, interval and duration methods of sampling behavior, trainee will set set up observation plan, carry it out, prepare graphs and/or charts and write a summary for one preschool age handicapped child.
		2.1.5 Given his/her own sampling records and those of three other trainees, trainee will list aspects of child behavior which require further assessment.
	2.2 Trainee will select and administer assessment instruments which are designed to estimate functioning levels of preschool children.	2.2.1 Given opportunity to examine 20 tests, scales or inventories designed for assessment of preschool children by teachers, the trainee will specify which could be used with a child in each handicap category and what adaptations in content, administration or scoring must be made.
		2.2.2 Trainee will administer at least two instruments to preschool handicapped children and will score as recommended or as adapted.
		2.2.3 Given a standard report format the trainee will write a summary of findings.
		2.2.4 Using his/her own report and those of three other trainees, the trainee will write recommendations for further observation or testing for each child.

Competency	Enabling Objectives	Performance Indicators
		1.2.3 Using his/her own materials from items 1.1.1, 1.1.3 and 1.2.1 above, trainee will construct a card file or loose-leaf notebook as the beginning of a working reference file on preschool handicapped children. (Remaining sections to be added in second part of course and EDS yyy.)
2. The trainee will be able to observe and assess the functioning of preschool handicapped children.	2.1 Trainee will observe young handicapped children and prepare written reports of findings which have implications for instruction.	2.1.1 Given instruction in methods of recording and coding anecdotal records, trainee will take records on one preschool handicapped child on at least five different occasions in one area of development and will write a report.
		2.1.2 Given his/her own anecdotal record report and those of three other trainees, the trainee will use his/her reference file and other readings as necessary to locate the approximate functioning level of each child in the area of development specified.
		2.1.3 Given the same four anecdotal reports, the trainee will list child behaviors which require further observation.

Competency	Enabling Objectives	Performance Indicators
		2.2.5 Using the four reports, the trainee will select learning priorities for each child and will explain reasons.
		2.2.6 In a simulated interdisciplinary case conference the trainee will participate as the preschool teacher to present information on a child's handicap, levels of functioning and priority needs.
		2.2.7 Trainee will incorporate information and data about assessment instruments and observation methods in items 2.1.1, 2.1.4, and 2.2.1 above into working reference file.

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Objectives

EDS yyy, Curriculum Development and Evaluation for Preschool Handicapped Children

Competency (Terminal Objective)	Enabling Objectives	Performance Indicators
1. The trainee will be able to plan learning sequences for preschool handicapped children which are based on assessed child need and recognized learning principles.	1.1 The trainee will use diagnostic and assessment information to describe the learning needs of selected preschool handicapped children.	1.1.1 Given a case study and/or medical psychological and developmental reports and teacher observation and assessment reports, the trainee will draw up a child profile and rank order his learning needs.
		1.1.2 Given one learning priority for each of two children, trainee will specify sequences of two or more steps which will enable child to progress and will document sources of information used to complete this task analysis.
	1.2 The trainee will use assessment information as a basis for analyzing the learning tasks of preschool children in home and group settings.	1.2.1 Given assessment information for four preschool handicapped children, trainee will select one learning priority for each child and will: a. visit homes of two children to analyze environmental aspects of the priority learning tasks. b. visit schools or day care centers of two children to analyze environmental aspects of the priority learning tasks.
		1.2.2 Using information about home and preschool environment, trainee will write a complete task analysis for a learning sequence for each child.

Competency	Enabling Objectives	Performance Indicators
	1.3 The trainee will write behavioral objectives for preschool handicapped children.	1.3.1 Given a random sample of instructional objectives, the trainee can explain the basis for selecting those that are "behavioral."
		1.3.2 Given Mager's Preparing Behavioral Objectives the trainee will evaluate own readiness to use this skill.
		1.3.3 Given a list of twenty sentences about goals for preschool children, trainee will write behavioral objectives which meet Mager's, or other criteria.
		1.3.4 Given the learning priorities and task analysis for two children in item 1.1.2 above, the trainee will write behavioral objectives.
	1.4 Trainee will plan learning sequences for preschool handicapped children.	1.4.1 Given assessment information, task analysis and behavioral objectives, trainee will: a. plan teaching strategies b. select or make materials for one preschool handicapped child and will explain decisions by referring to the child's profile and to learning theories.
		1.4.2 Given assessment information for one preschool handicapped child, trainee will plan two learning sequences using a different philosophical approach (Piaget, Montessori, etc) for each.
	1.5 Trainee will establish performance criteria for monitoring child learning.	1.5.1 Given developmental sequences of learning activities for four preschool children trainee will prescribe assessment, observation and sampling techniques to monitor child learning.

Competency	Enabling Objectives	Performance Indicators
		1.5.2 Given videotape or actual observation opportunity, trainee will specify monitoring techniques which could be used to assess learning.
2. The trainee will be able to evaluated instructional sequences.	2.1 Trainee will plan for monitoring the effectiveness of all components of instructional sequences.	2.1.1 Given a complete lesson plan, trainee will set up a specific plan for monitoring teaching behaviors and strategies.
		2.1.2Given a complete lesson plan, trainee will specify a plan for assessment of effectiveness of equipment and materials.
		2.1.3 Given a complete lesson plan, trainee will specify a plan to assess relationship of classroom management techniques to the success of the instructional sequence.
	2.2 Trainee will plan, implement and evaluate an instructional sequence for one preschool handicapped child.	2.2.1 Using assessment, goal setting, task analysis, curriculum development and evaluation competencies in EDS xxx and EDS yyy, trainee will: a. plan an instructional sequence for one child, which meets approval of college faculty and classroom teacher. b. implement the sequence with two qualified observers present. c. evaluate the learning outcomes in relation to teaching strategies, instructional materials and classroom "climate" and discuss findings with the two observers.

Competency	Enabling Objectives	Performance Indicators
		2.2.2 Trainee will revise instructional sequence and, if necessary in his own or instructor's view, reimplement the lesson.

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HOW HANDICAPS AFFECT PRE-SCHOOL CHILDREN

Module Cluster, Component of:
Strategies for Preparation of Teachers of
Preschool Multiply Handicapped Children

Program in Special Education
Hunter College
City University of New York
466 Lesington Avenue
New York, N.Y. 10017

Developed by: Rona Willen, Research Assistant
Special Project: Alternate Strategies of Preparation for
Teachers of Preschool Multiply Handicapped Children
Project Director: Ferne K. Roberts
Spring, 1974

Developed under Grant #OEG-0-72-0252(603), Department of Health, Education and Welfare, Office of Education.

Program: Hunter College Graduate Program in Special Education

Component: Strategies for Preparation of Teachers of Pre-School Multiply Handicapped Children

Module Cluster: How Handicaps Affect Pre-School Children

Developer: Rona Willin, Research Assistant, Hunter College

Date & State of Development: Spring, 1974; New York

Developer Comments: The intern will consult with the instructional advisor regarding materials not contained within the module, visits to co-operating agencies, and evaluation of pre-assessment and post-assessment results.

User Comments:

Modules Within Cluster:

A) How Handicaps Affect Developmental Patterns
   - Element I - Sensory Motor Development
   - Element II - Perceptual-Language-Cognitive Development
   - Element III - Emotional-Social Development

B) Effects on Family Life

C) Legal Provisions for Pre-School Multiply Handicapped Children

D) Team Approach in Working With Pre-School Handicapped Children

Module Cluster Rationale:

This module has been developed to help the user gain an understanding of the development of pre-school handicapped children. Development in these children is quite different from "normal" child development. Often, study of handicapped children is based on study of "normal" children. The user will recognize, after completing this cluster, that patterns of development in handicapped children must be looked at from the standpoint of those particular children.

Module Cluster Objectives:

The purpose of this module cluster is to increase the student's (intern's) understanding of development and maturation in pre-school handicapped children. The general objectives of this cluster should prepare the student to: 1)identify what the child can and cannot do in terms of: motor-sensory development, language development, cognitive development, perceptual development, and social-emotional development, 2) identify possible effects on family life of a handicapped child, 3) state legal provisions for pre-school handicapped children, and 4) describe the team approach and how it can benefit the child.

Module Cluster Prerequisites:

The user of this module cluster must have completed a course or a module in "normal" child development.

A) How Handicaps Affect Developmental Patterns

Pre-Assessment:

The student will describe in writing (in a closed test situation), how mild and severe handicaps affect the child's ability to perform tasks that would be expected of a child his/her age. Use as references at least 2 children whom you have observed or worked with. Think in terms of the behavioral manifestations of the handicap.

Be sure to include the following aspects in your response:

Socialization
- Self-Awareness
- Response to adults, children, & objects
- Interaction with others
- Cooperation with others

Daily Living Skills
- Dressing; undressing
- Washing - hands, face
- Eating - solids, liquids; use of utensils & cup
- Toileting

Motor Development
- Gross Body Movements
- Fine Body Movements - manipulative abilities
- Performance of Locomotor Activities
- Movement in space; sense of spatial relationships

Perceptual Abilities
- Identification and Discrimination of odors and tastes
- Visual stimuli - attention to, discrimination between, and response to
- Tactile Stimuli - recognition of, acceptance of, and initiation of

Language Development
- Developing memory and inner language
- Developing receptive language
- Developing communication through expressive language
- Developing conceptualization through communication

Cognitive Development
- Reasoning ability
- Problem Solving ability
- Judging ability

The quality of response will be determined by the module advisor.

Now, complete (if necessary), Elements I, II, & III of this module. Post assessment is same as pre-assessment.

Element I - Sensory Motor Development

Objectives:

1. The student, after observing a mildly handicapped child (for approximately 1 morning) will list problems in the development of the child in terms of:
   - gross & fine motor activities
   - performance of locomotor activities
   - movement in space
   - sense of spatial relationships
   - attention and response to:
     - tactile stimuli
     - visual "
     - auditory "
     - olfactory "
     - gustatory "

2. The student, after observing a severely handicapped child (for approximately 1 morning) will list problems in development in terms of the areas specified in objective 1.

Learning Alternatives:

1. Read Tasks of Childhood, Muller, World University Press, 1969, Ch. 7,8,9.
2. Read Report of a Seminar on the Teaching of Deaf-Blind Children, July 1965, Part I - Motor Development in the Education of Deaf Blind Children.
3. Read Reflex Resting and Child Development Charts contained within Module Cluster file of materials.
4. Read Blencowe, Cerebral Palsy and the Young Child, 1969, Ch. 3,4,5,6,8, 14.
5. Read Carolan, "Sensory Stimulation" New Outlook for the Blind, March 1973; see Sensory Stimulation & The Blind Infant.
6. Read Schlesinger, Sound & Sign: Childhood Deafness and Mental Health,1972, Ch. 2,4,5.
7. Read Fiorentino, M. Normal and Abnormal Development - The Influence of Primitive Reflexes on Motor Development, 1972.
8. Read Haynes, Una. A Developmental Approach to Casefinding, DHEW, 1970.
9. Read Nat'l. Foundation; Reprint Series,
   - Wellson, "Multidisciplinary Problems of Myelomeningocele & Hydrocepholus
   - Kretcher "Whither Birth Defects," Thru Pg. 5.
   - Twitchell "Variations and Abnormalities of Motor Development
   - Hoffman, "The Problems of Spina Bifida and Cranium Bifidum"
   - Chapple "Developmental Defects - Some Thoughts On Their Causes"
10. Read Wolf & Anderson, The Multiply Handicapped Child, 1969, Ch. 1,3.
11. Read Stephens, B. Training The Developmentally Young, 1971, Ch. 1-4.
12. Read Gallagher and Bradley; Early Identification of Developmental Difficulties 1972.
13. Read Blea, Proceedings of the Nat'l Symposium for Deaf-Blind, 1972. See sections: use of hearing in deaf blind children, educational assessment of visual functioning.
14. Read Hartlage & Lucas, Mental Development Evaluation of the Pediatric Patient, 1973.
15. Read Freedman, D. "Congenital and Prenatal Sensory Deprivation: Some Studies in Early Development," American Journal of Psychiatry, 127:11, May, 1971.

Learning Alternatives (continued)

16. Read Hellmuth, Exceptional Infant Vol. I, Ch. by Di Leo & Neubauer.
17. Read Cushna & Crocker, "Three Years is Still Too Late," in Ohberg, H. Focus On Exceptionality, N.Y. 1973.
18. View "Children of the Silent Night"
19. View "Not Without Sight"
20. View "Pay Attention - Problems of Hard of Hearing Children"
21. View Video Tape of Rubella Project - Hunter College
22. Use East San Gabriel Valley School checklists in assessing abilities of children observed.
23. Read Finnie, N. Handling the Young Cerebral Palsied Child at Home, 1968.
24. Discuss sample cases of Mark, John, and Marie with other users of the module in terms of what their abilities are and how their handicaps affect them.
25. Student option.

Element II Perceptual-Language-Cognitive Development

Objectives:

1. The student , after observing (for approximately 1 morning) a mildly handicapped child, will list behavioral manifestations of the handicaps in terms of:

Memory
Inner Language
Receptive Language
Communication via Expressive Language
Conceptualization
Attention to and response to:
tactile stimuli
visual "
auditory "
olfactory "
gustatory "
Reasoning ability
Judging ability
Problem solving ability

2. The student, after observing a severely handicapped child (for at least 1 morning) will list behavioral manifestations of the handicaps in terms of the areas specified in objective 1.

Learning Alternatives:

1. Read Muller, P. The Tasks of Childhood, World U. Press, 1969, Ch. 7,8,9.
2. Read Van Dijk, "Report of a Seminar on the Teaching of Deaf-Blind Children," 1965 - Part II - The First Steps of the Deaf Blind Child Toward Language.
3. Read Blencowe, Cerebral Palsy and the Young Child, 1969, Chp. 4,8,9.
4. Read Schlesinger & Meadow, Sound & Sign - Childhood Deafness and Mental Health.
5. Read Stephens, B. Training the Developmentally Young, 1971.
6. Read Gallagher & Bradley, Early Identification of Developmental Difficulties, 1972 - sections on perceptual organization, cognitive processes, expression and control and regulating mechanisms.
7. Read Hartlage & Lucas, Mental Development of the Pediatric Patient: developmental milestones.
8. Read Bles, Proceedings of the National Symposium for Deaf Blind, 1972 - section on use of Piagetian constructs to study structures of development in children lacking normal cognitive development.
9. Hellmuth, Exceptional Infant - Ch. by Di Leo
10. Read Sample Case Histories of Johh, Mark and Marie (contained within module cluster file of materials); discuss with several other students what developmental tasks these children ought to be doing.
11. View film "The Multiply Handicapped," (International Educ, of Hearing Impaired.)
12. Visit three settings where multiply handicapped children are taught.
13. Spend at least one morning with a handicapped child, using East San Gabriel School Checklists to assess developmental levels.

Element III - Emotional-Social Development

Objectives:

1. The student will list developmental abilities of a pre-school mildly handicapped child. The following are to be considered (1 morning observation):

Self-Identification
Response to peer, adults, & objects
Interaction with others
Co-operation with others
Daily Living Skills (Washing, dressing, toileting, feeding)
Appropriate Mood
Stability of Mood

2. After observing (for approximately one morning) a pre-school severely handicapped child, the student will list aspects of the child's development which exhibit behavioral manifestations of the handicap in terms of emotional-social development (refer to areas specified in objective 1)

Learning Alternatives:

1. Observe pre-school handicapped children in various educational settings.
2. Review the 3 case studies contained within the module cluster file to determine how these children have been affected in terms of social-emotional development.
3. Read Muller, P. The Tasks of Childhood, 1969, Ch. 7,8,9.
4. Read Blencowe, Cerebral Palsy and the Young Child, 1969, Ch. 10.
5. Read Banham, "Social & Emotional Adjustment of Retarded C.P. Infants," Exceptional Children, 40:107 October, 1973.
6. Read Gallagher and Bradley, Early Identification of Developmental Difficulties, 1972.
7. View "The Inner World of Aphasia"
8. View "It Feels Like You're Left Out of the World"
9. View "Kevin Is Four"
10. View "Old Enough But Not Ready"
11. View "I'm Not Too Famous At It"
12. View (videotape): Nassau County: "A Time for Georgia".
13. Spend at least one morning working with a handicapped child, using the East San Gabriel checklists to assess developmental levels.

B) Effects of a Handicapped Child on Family Life

Pre-Assessment:

1. The student will describe (in sequence) the reactions of a family upon knowledge that their child is handicapped.
2. The student will list at least 3 ways in which a family with a handicapped child has to adapt to additional pressures that are not found in a family with a non-handicapped child.

The quality of the response will be assessed by the advisor.

Learning Alternatives:

1. Visit (at home) a family with a handicapped child, and interview them in terms of added pressures of daily living.
2. Pretend that you are a parent of a handicapped child. In reviewing your daily routine, list situations that would require extra planning or time as a result of the handicapped child.
3. Review the three sample cases of John, Mark and Marie: a) list your feelings (imagined) if these were your children;b) what special provisions are necessary for these children?
4. Read Brown, C. Developmental Handicaps in Babies & Young Children - A Guide for Parents, 1972.
5. Read Mumsey, B. "The Parents Right to Read," J. Learning Disabilities, Volume 6, Number 6, June, July 1973.
6. Read Forrester, B. Home Visiting With Mothers and Infants, 1971. R & D Center for Early Education, Office of Education, Washington, D.C.
7. Read Lillie, D. Parent Programs in Child Development Center. Bureau of Education for the Handicapped, Washington, D.C.
8. Read Griswalk, P. A Program Outline for Parents and Their Children, Ages 3 Mos - 3 Yrs, Having C.P.
9. View: Stress: Parents With a Handicapped Child.
10. MacKeith, R. "Parental reactions & responses to a handicapped child." In Brain & Intelligence, Richardson, 1973.
11. Student option.

Post-Assessment:

Post Assessment will be same as pre-assessment. Again, quality will be judged by advisor.

C) Legal Provisions for Pre School Multiply Handicapped Children

Pre-Assessment:

1. The student will discuss (in writing) various activities and programs of the Bureau of Education for the Handicapped, in terms of:

- aid to state educational agencies
- early childhood education centers
- centers and services for deaf/blind children

2. The student will discuss (in writing) new legislation for the handicapped.

The quality of the response will be assessed by the advisor.

Learning Alternatives:

1. Read Basic Education Rights for the Handicapped, 1973 Annual Report, The National Advisory Committee on Handicapped Children.
2. Gilhool, T. "Education: An Inalienable Right," Exceptional Ch. 39:595-606 May 1973.
3. Abeson, A. "Movement and Momentum: Government and the Education of the Handicapped Child," Exceptional Ch. Volume 39, Number 1, p. 63-6, Sep't. 1972.
4. Read Goldberg and Lippman, The Right to Education, Teachers College Press, 1973.
5. Read DHEW, A Summary of Selected Legislation Relating to the Handicapped, 1971. Stock # 1760-0103, October, 1971.
6. Read Martin, E. "Breakthrough for the Handicapped: Legislative History," in Jones, R. New Directions in Special Education, 1971, Allyn & Bacon.

Post-Assessment

The post assessment will be the same as the pre-assessment.

D) Team Approach in Working With Pre-School Handicapped Children

Pre-Assessment:

1. The student will list (in a closed test setting) those people in the school who will jointly work with the child.
2. The student will list those people beyond the school who will work with school personnel in the education of the child.
3. The student given a sample case study of a young handicapped child, will describe who he/she, as a teacher, would seek as a team members in working with the child to provide maximum education. Describe how the team will work together.

The quality of the response will be assessed by the advisor.

Learning Activities:

1. Read case studies of John, Mark, and Marie and discuss with other users of module whose aid you would enlist in working with these children. Discuss why you chose these people.
2. Read Dunn, L. Exceptional Children in The Schools: Special Education in Transition; 1973, Holt, Rinehart, & Winston.
3. Read Allen and Lelchuck, "A Comprehensive Care Program for Children with Handicaps," National Foundation, Reprint Series.
4. Read Wolf & Anderson, The Multiply Handicapped Child, 1969, Ch. 15-An Integrative Multidiscipline Approach to the Multiply Handicapped Pre School Child.
5. Read Stephens, Beth, Training the Developmentally Young, 1971, John Day.
6. Read Weiks, Children in Need of Special Care, Souvenir Press, 1971.
7. Read Cushna & Crocker, "Three Years is Still Too Late," in Ohberg, Focus on Exceptionality, N.Y., 1973.
8. View "Towards Tomorrow"
9. Student option.

Case Study

Marie

Marie, a seven-year-old girl with cerebral palsy, was recently admitted to a residential program for multihandicapped children. She has received no education to date. Her family resides in a rural community where they have been "keeping her in the closet." An only child, Marie is obviously loved and cared for by her parents who claim ignorance of any educational opportunities for her.

Marie has a moderate hearing loss. She is startled by loud noises. Her mother indicates that Marie does not make many sounds; she and her husband think of themselves as quiet people who often go through a day without conversation. In addition Marie was usually alone in her own room even during meals.

Marie moves about the room on the floor, scooting in a sitting position with arms extended at each side for support. Marie does not appear to differentiate the other children in the classroom from obstacles. She generally remains seated on the floor rocking or waving her arms. When contacted her activity diminishes but she does not orient herself to the area of contact.

At home she was fed soft foods by spoon. She is now beginning to eat finger foods "when she is in the mood." Toys and other objects placed in front of her are knocked out of the way with lateral swiping movements.

Case Study

Mark

Mark is a six-year-old boy who has a severe visual loss and a mild hearing loss. For two years he has been attending a day program for multiply handicapped children in a public elementary school. The classroom teacher strongly suspects brain damage, reporting that Mark becomes easily distracted during any activity. He repeatedly leaves his work table and wanders about the room biting his hand.

Mark perceives movement of objects six inches from his eyes. Receptive language is useful for practical, familiar activities; he responds to simple commands. He wears binaural hearing aids. Mark is also able to localize loud sounds in terms of four spatial coordinates. Expressive language is poor; he uses single word utterances such as mama, mine and up.

Dressing, toileting and feeding are handled independently by Mark but he must be escorted everywhere outside of the classroom, and everything must be either handed to him or placed before him. If left alone he becomes confused in his orientation and hastens to find something familiar.

Educational activities consist mainly of reading and arithmetic readiness with tactile materials. He is able to solve form board puzzles but has difficulty in discriminating shapes without the use of corresponding recesses.

Mark interacts very little with the other multiply handicapped children in the class. He frequently cries when his mother leaves him at school in the morning and is unmanageable for about 20 minutes before school closes for the day.

Case Study

John

John, a four-and-a-half year old boy with Rubella syndrome, was referred to a Regional Deaf-Blind Center for diagnostic evaluation and subsequent placement in one of the Region's residential centers for deaf-blind children. The following is a summary of the initial impressions of an intake worker sent to observe John in an institution for the custodial care of the mentally retarded.

Observation began in the day room of the institution with John seated on the floor in a corner facing a South window. There was unstructured activity going on but John remained relatively oblivious, fluttering his fingers before his eyes while gazing at the window. Medical records indicated a profound hearing loss and bilateral aphakia, cataracts having been removed at age three. An attendant reported never seeing John with glasses or amplification.

Finger fluttering persisted until the examiner positioned herself so as to occlude the light from the window. John responded by moving his head from side to side. The examiner knelt in front of him and took his hand. John sustained a clasp of two fingers and gazed into the examiner's face. John followed the examiner to a standing position and the two walked about the perimeter of the day room. John walked with a broad-based gait, shuffling his feet and extending his free arm to the side with elbow bent. All the while John was swinging his head laterally.

Upon return to the corner the two sat on the floor with John's back now to the window. The examiner removed several brightly colored objects from a box and placed them before John. John did not respond. The examiner waved a two-inch red block in front of John's eyes and he responded with a swipe. The block was then placed on the floor with the other materials while John watched. John began palming the objects and knocking them against the floor. With the examiner's prompting, John began placing objects in the box with a palmar grasp. Eyes were mostly fixed on the box during this time. Objects too small for a palmar grasp were left on the floor. Rings and cylinders were never palpated with the fingers.

The attendant indicated that John needed help with feeding but was responding well to scheduled toileting and expresses discomfort when wet or soiled.

PERCEPTION AND THE PRE-SCHOOL HANDICAPPED CHILD

Component I - Theories of Normal Perceptual Development

The student will:

1. In a group view Series I slides of embedded or ambiguous figures and examples of illusions, object constancy figure ground.
   a. as each slide is shown: record his perception of the visual stimuli
   b. participate in a discussion of the reactions, guided by the Instructor
   c. write a brief summary of his conception of perception

2. Read the following books and articles:
   Gregory, Richard. "Visual Illusions in Perception: Mechanisms and Models" Scientific American San Francisco: W.H. Freeman & Co., 1972. (Professor Roberts' library)
   Hockberg, Julian E. Perception. New Jersey: Prentice-Hall, Inc. 1964 (Mid-Manhattan Library - Cc4(152.1414) Hunter College Library-152/H65P T.C.L.)
   Woodworth, R. "Perception" Experimental Psychology(Ch. 13) New York: Henry Holt and Co., 1971.
   (Hunter College Library - BF/181/K53/1971)

3. Read at least 2 books and 10 articles.
   List 10 statements about perception that are supported by research in the literature.

4. View at least 2 of the following films and discuss in seminar:
   Neural Maturation as Exemplified in the Reaching-Prehensile Behavior of the Human Infant. 15 min. B.W. 16mm. 1941. Demonstrations showing the differences in the adult and the infant manners of prehending objects of various sizes and shapes. (Child Development Series: Chicago, Illinois. Int'l Film Bureau)

   Perception - 16mm. New York: McGraw Hill Text Films (Hunter College #579)

   Study in Human Development - B & W, 16mm. 17 min. 1946. Part II: 42 weeks to 15 mos. Emphasizes gross motor development and perceptual-manipulatory reactions to objects. U.C.P., New York.

   Visual Perception, Horizons of Science 16 min. Princeton, New Jersey: Educational Testing Service - Cooperative Test Division (Hunter College #189)

   World to Perceive 16mm. 30 min. B.W. sound. Demonstrates that role of perception in handling and processing information from the environment and shows the way in which our personalities affect our perception. Bloomington, Indiana: Indiana U. Audio-Visual Center.(Hunter College #780)

5.1 View slides, Series II
5.2 Read the following explanatory article:
   Gibson, Eleanor and Walk, Richard D. "The Visual Cliff." Scientific American, April 1960, Vol. 202, No.4, pp. 64-71. (Professor Roberts' library)

5.3 Discuss in seminar
6.1 View slides Series III & IV

The student will (cont'd)

6.2 Read the following explanatory article:
Fantz, Robert L. "The Origins of Form Perception." Scientific American, May, 1961, Vol. 204, No. 5, 66-72. (Professor Roberts' library)

6.3 Discuss in seminar

7.1 List and summarize five experiments with human infants that are considered classical studies and have contributed to the understanding of perceptual processes
a. include an analysis in terms of knowledge gained and inference for educational practice.

7.2 Discuss the readings and paper in seminar
7.3 Write answers to the questions in Appendix A based on the above studies and slides

8.1 Read the following article:
Bower, T.G.R. "The Visual World of Infants." Scientific American, December, 1966, Vol. 215, No. 6, pp. 80-92. (Professor Roberts' library)
8.2 Participate in a group project by:
a. Duplicating the Bower Experiment on p.84
b. Recording the results
c. Discussing the findings (minimum no. of subjects: 4-2 normal and 2 handicapped. Each matched set the same chronological age)

9.1 For five minutes of five successive days observe two infants of normal development (one 1 month and the other 6 months and note the differences in visual awareness).
9.2 Under the same conditions observe two handicapped infants the same chronological ages as above noting the differences between the 2 groups in visual awareness.
9.3 Write a paper contrasting the visual awareness of the normal group vs. the handicapped group.

10. List 6 clues that can be used to assess how an infant attacks a visual problem (Random, sequential, methodical)

Component IV - Perceptual Problems

The student will:

1.1 Read 3 books and 5 articles
1.2 Summarize each on 5&8 cards in terms of
a. knowledge gained
b. reference for practice
c. problems in perception

2. Write a major research paper about problems in perception. (This paper is to reflect a comprehensive survey of the literature with statements of general problems and those specific to academic learnings).

Suggested topics:
a. Nature of Nurture in Perception Theory
b. Perception as a Developmental Phenomenon
c. The Cultural Dimension in Perception
d. Perceptual Learning
e. Other to be discussed

3. View the following films and discuss in seminar:

The Invisible Crippler. 30 min. 16mm. B/W sound reproduction of CBS TV 1966 show. Describes perceptual problems. Canadian ACLD, Willowdale, Ont.

Optometric Theory. 30 min. B/W sound. New York: N.Y. State Education Department

Why Billy Couldn't Learn. San Gabriel, California CANAC, N.D. 1. 40 min. Color 2. 41 min./Color/T . Demonstration of the perceptual and motor handicaps of the children is shown and compared to normal reactions and responses in slow motion.

Component III - Perceptual Training

The student will:

1. Read the following articles as required reading:
   Hammill, D. "Evaluating Children for Instructional Purposes" Academic Therapy 1971, Vol. 6, No. 4 pp. 341-353.
   (Professor Roberts' library)
   Hammill, D. "Training Visual Perceptual Processes." Journal of Learning Disabilities, 1972, Vol. 5, No. 10, pp. 80-86. (Professor Roberts' library)
   Mann., L. "Perceptual Training: Misdirections and Redirections. American Journal of Orthopsychiatry, 1970, Vol. 40, pp. 30-38.
   (Professor Roberts' library)

2.1 Explore four of the major approaches to perceptual training using references in the Hammill Study.
In order to gain an in-depth understanding of each of these major approaches, the student will:
   a. read the primary source
   b. read the critiques of the approach (positive and negative)
   c. view films
   d. examine program testing materials
   e. complete form - Appendix B after the above

2.2 Prepare a written report which will:
   a. summarize the four approaches
   b. compare each of them

3.1 View the following A.V. Materials at weekly intervals and build a card file which lists and briefly describes at least 10 materials used in perceptual training and then discuss in seminar.

Aids for Teaching the Mentally Retarded Phase A: Motor Training; Phase B: Initial perceptual Training; Phase C: Advanced Perceptual Training; Phase D: Integrated Motor-Perceptual Training (4 Films) Made by Spencer W. Nelson, Oakleigh, Thorne & James B. Henderson. Thorne Films, 1964 (S.E.I.M.C.)

Filmstrips and Cassettes - Kit A. Approaches to Learning Perceptual Skills
6 filmstrips, texts and guides
Basic Visual Perceptions:
Color, Form, Size
Perception of Sound
Perception of Spatial Relationships
Figure-Ground Discrimination
Perception of Parts-to-Whole
Perception of Sequence
Boston: Teaching Resources Co. (S.E.I.M.C.)

Blocks: A Medium for Perceptual Learning - Film 20 min. Color
This film presents children building with blocks with a text that emphasizes not only the developmental needs of the child's social and academic learnings, generally, but specific as an experience basic to perceptual learning. This learning is derived from how he perceives and uses the materials and the space in which he builds.
Campus Film Productions - 20 East 46th Street, N.Y., N.Y. 10017
(Hunter College - #859)

The student will: (continued)

Perception Development (Research Association) Silent film - 16mm. Film portrays rehabilitation program (perceptual) Mr. Frank A. Below, P.O. Box 936, La Porte, Texas 77571

Perceptual Motor Training - Film - 23 min. B/W Film explains some of the problems mentally retarded children have. Film Library, Olympia, Washington (S.E.I.M.C.)

Sensitoric Readiness Program -22 min. B/W Pathway School (S.E.I.M.C.)

Multi Media Filmstrips and Tape, Manual-Training Materials. Langstaff, A. and Volkmor, C. Sequencing Visual Perception Materials, S. Cal. :IMC. Sp. Ed., 1971
(Professor Roberts' library)

4. Participate in the following Workshop(s) conducted by personnel from the University of field-based agencies. The participants will be both in-service teachers from these agencies as well as the students to provide for maximum interaction.

Carlson, Nancy and Levine, S.J. Toward an Understanding of Perceptual-Motor Programs. Workshop Coordinator Kit, East Lansing, Michigan: RSE IMC, n.d. This kit is designed to provide an experience that will help the student establish how he feels about perceptual-motor programs and/or activities. The five activities of the kit are concerned with the rationale for design, implementation and evaluation of perceptual-motor programs.

5.1 Read 1 book and 1 article from the following list:
Buktenica, N. Visual Learning. San Rafael, California: Dimensions Pub. Co,1968.
(Hunter College library - LB/1043/5/B8 - T.C.L.)
Elkind, D., Koegler, R. and Go, E. "Effects of Perceptual Training at Three Age Levels." Science, 1962, Vol. 137, No. 3532, pp. 755-756.
(Professor Roberts' library)
Toch, H. and MacLean, M. "Perception, Communication and Educational Research: A Transactional View" AV Communication Review, Vol. 10, No. 5, 1962, pp55-77.
(Professor Roberts' library)
Slater, B. "Involvement in Perceptual Training at the Kindergarten Level." Academic Therapy, 1971, Vol 7, pp. 149-154.
(Professor Roberts' library)

5.2 Summarize above readings in terms of knowledge gained and inference for practice.

5.3 Review five of the programs listed below:
Behrmann, Polly. Activities for Developing Visual-Perception.
San Rafael, California: Academic Therapy Publications, 1970.
(Instructional Materials Center - Lex. & 51st. - # LC/4611/B4)

Braley, W., Konicki, G. and Leedy, C. Daily Sensorimotor Training Activities: A Handbook for Teachers and Parents of Preschool Children. Freeport, N.Y.: Educational Activities, Inc., 1968, (Instructional Materials Center #RC/1075/B7)

Conk, R. and Simms, M. Perceptual -Motor Activities for Young Children.
Huntington, N.Y.: The Curriculum Research Press, Inc., 1968.
(Instructional Materials Center # GV/443/C6)

The student will: (continued)

Van Witsen, B. Perceptual Training Activities Handbook. New York: Teachers College Press, 1967. (Instructional Materials Center # LC/4031/V3)

Add appropriate references to his material's file.

5.Jr Over a two week period, implement the programs reviewed above with either an individual child or a small group of children. Selection is to be based on the needs of children in the field placement.

6. Choose from a University compiled list a 5-week placement which features one of the major approaches he explored in 5.1
   a. observe for a stated period of time
   b. participate in the ongoing implementation of this program
   c. administer a diagnostic-perception test to a child in a group from this same school
   d. prescribe remediation activities based on test results

7. Evaluate two of the following Perception Kits using the Eash Model. Appendix C. Carr, Dorothy, B. Developing the Perceptual-Motor Abilities of Primary Level Children (Record) (Series: Listening and Moving, V.2) Freeport, N.Y.: Educational Activities, 1961. 12 in. 331/3 record. (Instructional Materials Center - Record - D1 Ed6c 1-3)

Dubnoff, Belle. The Dubnoff School Program Level: Sequential Perceptual-Motor Exercises. Boston: Teaching Resources, 1967. Includes 92 sheets, Tchr's Guide, Acetate Slate and 8 crayons (Instructional Materials Center # LT/D.1/T23d/K-1)

McGlone, Ray. LADOCA Aids for Teaching the Mentally Retarded: Aids for Initial Perceptual Training. 2. Advanced Perceptual Training. 3. Number Training. Denver: LADOCA Project and Publishing Foundation. (Kits) (Instructional Materials Center #LT/D.1/L15M)

Fairbanks, J. and Robinson, J. Perceptual -Motor Development. Program I Boston, Mass: Teaching Resources, Co. 1967. Instructor's Guide, tactile materials, work pages, spatial relations stimulus book, 2 acetate covered work books and 4 crayons.
(Instructional Materials Center - #LT/D.1/T25f1/PS-1)

Hatton, Daniel and others. Perceptual Motor Training Materials (ERIC Program) Boston: Mass. Teaching Resources, 1967. Includes instructor's guide, visual perceptual exercises, 6 visual motor templates focus books, perceptual bingo stimulus cards, 6 perceptual bingo tablets and 6 erasers.
(Instructional Materials Center # LT/D.1E/T23h/K-1)

Cheves, Ruth. Visual-Motor Perception Teaching Materials. Boston, Mass: Teaching Resources, 1966. Instructor's Guide & 11 different sets of puzzles and games. (Instructional Materials Center # LT?D.1/ T25c/K-4)

Manolakes, G. and others. TRY: Experiences for Young Children Materials Kit New York: Noble and Noble Pub., Inc. 1967. A readiness program designed specifically to help develop visual-motor skills and oral language facilities in children 4-7.
(Instructional Materials Center - # N66t/PS)

The student will: (continued)

8.1 Plan a series of five lessons for one of the above Kits.

8.2 Use these lessons with an appropriate child or children.

8.3 Demonstrate one lesson to the supervisor to show competence in this area.

9. The student will write a paper integrating his readings, activities to include his own, on his own views of perception.